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ABSTRACT

Following an introduction to the rationale behind career education, six programs in Illinois are individually described. They are the Career Development for Children Project at Southern Illinois University, OCCUPAC at Eastern Illinois University, the ABLE model program at Northern Illinois University, and programs at Mattoon Community Unit No. 2, Peoria Public Schools District 150, and Maywood School District 89. Cost analysis and program impact is set forth and compared favorably with USOE-funded projects. Recommendations for the introduction of career education into the curriculum and sources of further information are given. (MS)

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A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS

Investing in People

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I liked it because it is a fun way to learn.
(6th grade student)

We learned a lot.
(5th grade student)

It works for the class. The kids really work and learn.
(5th grade teacher)

CE 000 066

STATE OF ILLINOIS
ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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FRIENDS OF VOCATIONAL AND TECHNICAL EDUCATION:

This recent study, A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS, was prepared under contract for the Advisory Council on Vocational Education.

The Council is charged by law (P.L. 90-576, the Vocational Education Amendments of 1968) to advise the State Board of Vocational Education and Rehabilitation regarding vocational and technical programs, services, and activities; to make recommendations affecting them; and to report Council findings to the U. S. Commissioner of Education through this State Board and to the National Advisory Council on Vocational Education.

The Advisory Council would be most pleased to receive comments from you regarding the contents of this study, and particularly your concerns relating to vocational and technical education as it relates to career education in the state.

A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS

By

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Prepared for

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What is Career Education?

Career education is the term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orients the entire educational plan into one, unified, career-based system.

The success of the total cooperative community-school effort is dependent on the quality and quantity of four major characteristics. Those being:

Career education is designed to acquaint individuals with career opportunities and options.

Presenting career information to students is the responsibility of the entire school staff. Unbiased and realistic career information should be integrated into appropriate subject matter content offered individuals at all levels.

Career education is designed to aid individuals in making career preferences and/or choices.

Individuals should be extended the opportunity to explore career preferences to the depth desired. Coordination of school and community resources is necessary if individuals are to develop positive attitudes toward the world of work and realistic images of persons in the work world.

Career education provides the vehicle for the development of such skills and abilities as are needed so that the individual might achieve his career goals.

Learning experiences should be structured to give the individual those skills and abilities as are needed so that he might achieve his career preference with the flexibility to change career direction without academic penalty. Career education emphasizes an employable product.

Career education is designed to assist individuals in developing a realistic self-concept.

Activities and/or experiences must be provided which will aid individuals in developing a realistic self-concept. How an individual perceives himself, how others perceive him, and what he perceives as an ideal self, often relates directly to expressed career interests.

The Need for Career Education

Career Education is with us today. Every educational periodical is reporting and commenting on programs in Career Education. In less than 3 years from the speech given by U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., entitled, "Career Education Now", Career Education has already made a substantial influence in our schools and communities. This influence continues to grow.

Why?

People, inside and outside the educational community, were aware of a growing crisis, as identified by the following national statistics:

11% of our youth between 18 and 25 are unemployed.

85% of our fifth-graders will not complete BA or BS degree programs.

40% of our high school students are enrolled in a "general curriculum".

In 1980, 8 out of 10 jobs will not require a college degree.

Other influences also required attention, such as:

Students asking for relevancy. Many students want to know what they are learning and to what it applies.

Taxpayers demanding accountability in education. People are asking, "What do the schools prepare our kids for?"

Business and industry maintained that high school and college level graduates are not prepared to enter occupations.

Many high school and college graduates have no career plans.

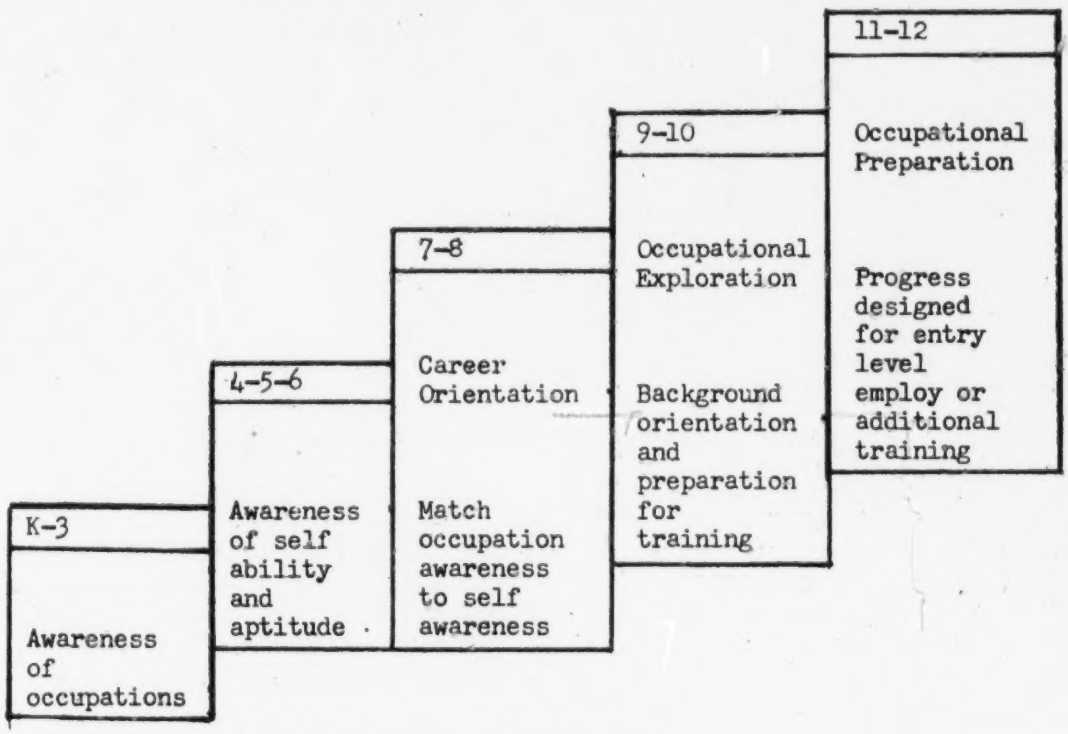
Educational agencies are calling for "Curricular Reform".

The current Career Education projects in Illinois do direct their varied approaches to fill these needs.

Process of Career Development

The Career Education Process is based on acceptable learning theory.* The process depicted below, starts before formal schooling and continues throughout life. The elementary portion deals with:

Awareness of Occupations	Kindergarten to Grade 3
Awareness of Self	Grades 4 to 6
Career Orientation	Grades 7 and 8



Elementary Students Involved Should Develop:

An understanding of careers which serve them and the community.

Knowledge of and positive attitudes toward oneself.

An internalized value-system which approaches career roles.

Decision-making skills.

An understanding of the economic system.

Awareness of skills required in life.

An understanding of the relationship between the world of work and their education.

Note that students are not trained for jobs and not taught vocational skills in an elementary career education project, they grow in "life-skills."

*For further information, see Career Education, New Approaches to Human Development, Chapter 3 and 11, by Dr. Larry J. Bailey (McKnight)

Growth of Career Education in Illinois

On January 23, 1971, Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, delivered a speech to the NASSP in Houston, Texas, entitled, "Career Education Now." During this speech, Dr. Marland announced that career education "will be one...priority area in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

On May 10, 1971, the U.S. Office of Education published a discussion draft entitled, Career Education: A Model for Implementation. This draft set forth the central purpose of education as, "to prepare the young to accept the reality of constructive pathways to adulthood, to help them engage those pathways successfully, and to assist them in finding personal relevance in the life options available to them." The draft then defined career education and presented the national school-based model.

Since that time, Illinois State Agencies, including the Division of Vocational and Technical Education and the Office of Supervisor of Public Instruction have funded, coordinated, or supported over 31 projects. Project activities include basic research, materials development, process development, field testing, pre-service and in-service staff training, classroom implementation, field-trips, interviews, conferences, seminars, and dissemination of materials.

The pace continues and involvement of children is increasing. We estimate that over 900,000 students and staff members will be impacted by the end of the 1973-74 school year.

Types of Career Education in Illinois

Illinois has active Career Education projects of all known types. They cause change because of the scope of the concept. They involve:

People

Administrators	Students
Teachers	Business People
Counselors	Industrial People
	Parents

Activities

Research	Classroom Work
Assessment	Field-trips
Planning	Conferences
Materials Development	Interviews
Process Development	Seminars
Staff-Training	Dissemination of Materials

Six Career Education projects shall be discussed. To help classify them, the matrix below shows how the projects relate to Activity Type and Change Method.

CAREER EDUCATION
MATRIX
(Activity Type Vs Change Method)

CHANGE METHOD	ACTIVITY TYPE: DEVELOPMENTAL	ACTIVITY TYPE: IMPLEMENTATION
MATERIALS INFUSION	SIU/CDCP EIU/OCCUPAC	MATTOON/CE
PROCESS INFUSION	NIU/ABLE	PEORIA/ABLE MAYWOOD/ABLE

Career Development for Children Project (SIU)

This is a curriculum and materials development project directed at grades 1-8. It is primarily concerned with self-development (values, attitude development, affect, etc.) and WOW (World of Work) materials.

The stated purpose of this project is "to involve children in experiences which will facilitate...vocational maturity." The project goals do not approach manipulative skills nor presentation of stereotyped work roles. The project has developed a "Curriculum Development Framework" (similar to the OE Model), which includes an Awareness Stage (1-3), and Accommodation Stage (4-6), and an Exploration Stage (7 & 8). The project developed and pilot-tested five experimental instructional packages (1,2,3,7, & 8).

CDCP, through a DVTE sponsored "Publishers' Conference", has received a proposal from McKnight Publishing Company for commercial publishing of materials. The proposal is now being reviewed. Simultaneously, CDCP is continuing development of materials for Level 4,5,6, and 7.

It is assumed that the project-developed materials will be acceptable to curriculum and material adoption committees. This assumption is based on acceptability of the CDCP basic research and conceptual model.

OCCUPAC (Eastern Illinois University at Charleston)
The formal title of this project is, "A Project to Develop Occupational Information Learning Activity Packages for Grades k-9."

OCCUPAC is a "Materials-Development" type of project. The project started by identifying 6 basic needs for their new approach. All project activities were directed toward developing packages of instructional materials which would meet these six basic needs. An OCCUPAC is a self-contained, self-directing kit, containing a set of organized materials used by the student to experience the processes used in a particular occupation.

The OCCUPAC package of multi-media materials presents career development activities at a level which can be comprehended by students in grades K-9. OCCUPACS contain slides, tapes, equipment and materials used in various occupations, decision making simulation activities, and props of all kinds from the real world of work.

15 OCCUPAC's have been developed, tested, and validated. The OCCUPAC's shall be manufactured, packaged and sold by a commercial publisher.

ABLE MODEL PROGRAM (Northern Illinois University at DeKalb)

This is a teacher training project directed at changing or reorganizing instructional strategy used by teachers in the classroom. Teachers are to modify their teaching behaviors and use "The World of Work as the Organizing Center for the Curriculum of the Elementary School." The project wants teachers to use individualized treatments and organize lesson plans around "people."

The project is building a flexible program which will train teachers to start teaching from a base which interests kids. The project includes, as an integral part, a systematic parent communication program to provide data on parents' hobbies, travels, and occupations. This data will provide the basis for ABLE implementation in the classroom.

Project ABLE, as an operationally-based, in-service, teacher-training project, has developed and implemented a workable, effective model.

Dissemination efforts through conferences, workshops, coordination of "Professor-Consultants, a Newsletter, and teacher-oriented workbooks have generated interest, enthusiasm, and most important— results. A review of participant responses indicates that the project model:

(1) Does work in the classroom (ACCOMPLISHMENT).

(2) Is easily implemented (ACCESSIBILITY).

(3) Does spread (MOBILITY).

MATTOON COMMUNITY UNIT NO. 2

The Mattoon Career Education program was developed for children from Kindergarten to Grade 6. It was submitted to DVTE as part of their One and Five-Year Plan. The program develops and presents orientation materials about occupational skills, habits and attitudes in the Mattoon area.

A Planning Committee, representing all elementary levels, was formed to:

(1) Investigate, analyze and observe existing Illinois programs.

(2) Explore, with local business and industry, methods for collecting and distributing occupational information to children.

(3) Determine appropriate media.

The Program Staff has prepared and published "K-6 Pre-Vocational and Vocational Handbook", which provides classroom teachers with listings of available resources and materials. The handbook also presents social and vocational aims, as well as goals and objectives by grade level.

All elementary children in Mattoon have participated in this program.

PEORIA PUBLIC SCHOOLS DISTRICT 150

The "Career Awareness and Exploration Program", focuses on the classroom teacher. The project, through staff development, implements a modified ABLE program. It provides each teacher with the resources to change the learning processes within the classroom and relates these changes to the total educational spectrum. A curriculum guide handbook, entitled "People of Peoria" was prepared for classroom teachers. Two of the basic techniques used to change the classroom processes are:

PERSON-CENTERED INTERVIEW - This technique provides students with the opportunity to interview individuals about their work activities. This interview:

1. Provides an atmosphere which encourages teachers to utilize other adults as educational resources.

2. Provides an atmosphere in which parents and other adults willingly participate.

3. Establishes a set of rules where adult-child dialogue cannot be avoided.

4. Establishes a set of rules putting students in "active" rather than "passive" learning roles.

ORGANIZING-CENTER APPROACH - This technique offers the classroom teacher a "career topic" or occupation around which to organize most of the class work. This approach:

1. Accomplishes the integration of career education into the regular curriculum.

2. Encourages the utilization of resources outside the classroom — especially human resources.

MAYWOOD SCHOOL DISTRICT 89

This project serves as a demonstration center for the implementation of the ABLE Model Program. It was funded by DVTE through contingency funds, and by the local school district. It is designed as a theory of practice for elementary school teachers. Through inservice education, teachers learn to better understand the world of work as an organizing center for the curriculum of the elementary school.

The purpose of the program is to help students learn to relate school studies to out-of-school activities while building upon the teaching of basic cultural skills.

The three basic elements of an organizing center are evident in this project. There are: accessibility, accomplishment and mobility.

The demonstration center presently serves the Maywood School Dist. 89 and neighboring school districts in northern Illinois.

MISCONCEPTIONS REGARDING CAREER EDUCATION

We found that while most educators understood the Career Development concept, many others are confused by the various types of projects, plans and activities. In an effort to clarify some concepts,

CAREER DEVELOPMENT in Illinois is:

___ individual oriented rather than work ethic oriented

___ career oriented rather than job oriented

___ directed toward both college-bound AND non-college-bound students

___ NOT the same as VOCATIONAL EDUCATION

___ NOT a remedial program

___ NOT limited to the elementary level

All Career Education programs approach the basic problem of preparing our children to function in a "real-world" environment.

RELATED COST INFORMATION

Career Education has been successful at causing curricular change and revitalizing instruction in Illinois. However, some educators have expressed concern over the cost of installing Career Education. In an effort to forecast costs for installing various elementary programs, we collected data on 1972/73 costs. The table below presents our findings.

COST ANALYSIS

SCHOOL	STUDENTS IMPACTED	FUNDING (YEARLY)	COST PER STUDENT YEAR	STUDENT HOURS (EST.)	COST PER STUDENT HOUR
ALL FEDERALLY FUNDED PROJECTS UNDER USOE	700,000	$17,000,000.00	$24.30	200	12.2¢
PEORIA	18,000	$ 150,000.00	$ 8.34	200	4.2¢
MAYWOOD	6,300	$ 16,000.00	$ 2.54	100	2.5¢
MATTOON	2,630	$ 1,315.00	$ .50	100	0.5¢
ILLINOIS SAMPLE (3 schools)	26,930	$ 167,315.00	$ 6.19	150	4.1¢

FINDING

ANALYSIS OF COST

It is reported from OE that 700,000 students nationally participated in 200 demonstration projects funded with $17 million from the Vocational Education Act. The cost per student to cause curricular reform by this method was $24.30 per year. This compares favorably with the OEO published cost of $93.20 per year for individualized instruction costs.

Also note that the Illinois sample cost of $6.19 per year per student is significantly less than the national average, even though the Illinois costs include development and start-up phases.

It must, therefore, be noted at this point, that the above statistics verify the fact that Career Education projects are the least expensive method presently available to institute curricular reform. Through various combinations of local, state and federal funds, programs in Career Education at the elementary level can be implemented at a very low cost per student.

CAREER EDUCATION AS A METHOD

TO INSTITUTE

CURRICULAR REFORM

In "Action Goals For the Seventies", Illinois' Superintendent of Public Instruction, Michael Bakalis, indicates that one of the most pressing needs in the state is one of "curricular reform." Also, in January, 1973, he directed "every school shall address itself to initiating a career education program... at all grade levels."

Our findings indicate that Career Education is a workable method for changing the curriculum.

RECOMMENDED METHOD TO GET STARTED

1. Inquiry - gather materials and ideas from other compatable Career Education models and programs. The back cover contains several sources of information.

2. Needs Assessment -
   a. Sample the attitudes of parents, the business community, unions and other educational institutions.
   b. Search out local career information resources.
   c. Assess availability of materials, staff, business and industrial contacts, and funding.

3. Leadership - Identify a program leader or director at least 9 months before implementation. Someone who has energy, enthusiasm, and a sense of direction must be made responsible for the program. They also must be given the authority to perform.

4. Document Specific Local Needs

5. Develop a Management Plan - A plan must be developed which contains:
   a. Project Objectives
   b. New Instructional Concepts
   c. Organizational Changes
   d. Procedual Changes
   e. Staff Evaluation Instruments (all levels)
   f. Pre-service Training Plan
   g. In-service Training Plan
   h. Schedule (detailed)
   i. Materials List
   J. Budget

6. Contract for Training - Depending upon available funding, you can contract for training of all staff or contract for training of your own staff trainers. In any case, experienced Career Education Teachers should be used as outside resources.

FINDINGS & RECOMMENDATIONS

FINDINGS

1. Career Education is based on acceptable learning theory.

2. Career Education can meet specific local needs.

3. Career Education projects in Illinois are evolving through basic, rational, and locally acceptable stages. This evolution begins with research and needs assessments and then results in classroom changes which effect students.

4. Career Education, as a method to cause curricular reform, is both workable and economical.

RECOMMENDATIONS

1. Expand DVTE support of Career Education projects and activities.

2. Study the feasability of state legislation which would support Career Education both conceptually and financially.

3. Produce a handbook entitled "Implementing Career Education" similar to the Illinois Occupational Curriculum Project Handbook.

SOURCES OF INFORMATION ON CAREER EDUCATION

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